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ABSTRACT

The mass media were analyzed as agents of socialization in a questionnaire study of 80 foreign student couples. Results indicated the availability of mass media to foreign student families was high, but that patterns of usage were related to English proficiency. Native English speakers were more likely to watch television for relaxation while non-English speakers were more likely to watch it to improve their language skills or to learn about the culture. In general, American friends and compatriots were rated more useful than the mass media as sources of learning about America and the English language, but, among the media, television and newspapers were rated nearly as useful as were other people. Television was rated by the non-English speakers as the most useful medium for the majority of topics, while a combination of television and newspapers was selected by the native English speakers as the most useful for three topics. (AA)

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NEO-SOCIALIZATION FUNCTION OF MASS MEDIA WORKING AMONG FOREIGN STUDENTS

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CS 501 540

Neo-Socialization Function of
Mass Media Working among Foreign Students

Jung Shig Ryu

I. Introduction

Socialization is the process by which a person becomes a member of the society. Throughout human history, it has been one of the most important functional requisites of any society (Levy, 1952). To be an able member of the society, an individual has to acquire knowledge, skills, and beliefs valued in the society. This process is not necessarily confined to the children born into the society (Brim and Wheeler, 1966; McLeod and O'Keefe, 1972). Foreign students in the United States are also subjects for socialization even though their stay in this country is temporary. Socialization is important to foreign students not only for scholastic reasons, but is also integral to achieving an overall positive reaction to American society during the stay. Since the socialization of the foreign students in the new culture is not a continuation of their initial socialization process but, for most of them, a totally new one, it is termed in this paper "neo-socialization."

Traditionally, socialization is carried out mostly by people -- parents, relatives, peer groups, teachers, ministers and so forth. However, with the advent of mass media and increasing literacy rates, non-personal agents of socialization such as newspapers, books, magazines, radio, films, and television have begun to share the socialization role. As for foreign students, it is assumed that a relatively large portion of them may not be able to establish close personal relationships with Americans who will serve as neo-socialization agents for them. Thus, it is hypothesized that the mass media would substitute in the role of neo-socialization agents for foreign students. The main interest of this paper is to examine <u>how</u> the media serve the function of neo-socialization

among foreign students. (The results of the neo-socialization by the media is beyond the scope of this study.)

II. Media Functions and Foreign Students

There are two basic assumptions this study makes. First, people are reluctant in general to cope with other people. Psychologically, the media cater to this natural reluctance to cope with the other. "This is most true precisely in those instances where coping is expensive, bothers one, time-consuming, or fraught with trouble" (Wiebe, 1969/70:536). This psychological reluctance to cope with other people is one of the distinguishing characteristics many foreign students reveal. Morris (1960:113-118) found that out of 318 foreign students at U.C.L.A., 37 per cent to 63 per cent scored low in range of contact as well as in depth of cotact with Americans. The second assumption of this study is the ubiquity of mass media and their messages. The media are available almost any time, any place.

A review of the literature related to media functions show that from childhood to retirement people learn from the mass media. Children acquire a considerable amount of knowledge and information about their environment from television (Blood, 1961; Dominick, 1974; Greenberg and Dominick, 1969; Schramm, Lyle, and Parker, 1961). Studies of political socialization also support a strong relationship between media usage and political knowledge (Adelson and O'Neil, 1966; Chaffee et. al., 1970; McComb, 1968). Robinson (1972) found that heavy television viewers are as well-informed or slightly more informed than less frequent viewers. He argues that this explicitly disproves the "knowledge gap hypothesis" which holds that the gap in knowledge between segments of the population with higher socioeconomic status and the lower status segments tends to increase as the infusion of mass media information into a social system increases (Tichenor et. al., 1970).

Interestingly enough, people in disadvantaged situations are, in general, heavy television consumers. Education is negatively related to television viewing hours (McLeod et al., 1965/66: Samuelson et al., 1963). Blacks generally spend more time with television than whites, yet are not satisfied with the amount they consume (Bower, 1973; Greenberg and Dominick, 1969; Lyle and Hoffman, 1972). The parent-child conflict drives the child to higher television consumption (Schramm et al., 1961). Adolescents from protective homes spend far more time with television than those from pluralistic homes[1] (Chaffee et al., 1971; Chaffee and McLeod, 1972; McLeod et al., 1972). Children of lower socioeconomic status, and low-income and working-class adolescents, watch television more than their counterparts from higher socioeconomic levels (Israel and Robinson, 1972; McIntyre and Teevan, 1972).

Foreign students and their families are disadvantaged people in terms of socialization. No formal education except English classes is provided for them. The comfortable belief prevails that the various ethnic minorities would adopt "the dominant English pattern of living if left to their own devices" (Berry, 1951:327). For most foreign students and their families, there are three possible agents of learning about American culture and the English language: (1) Americans (either instructor or friends who volunteers to teach them "America"), (2) friends or compatriots from the same country, and (3) the mass media. Since most foreign students and their families find it difficult to establish interpersonal relationships with Americans, and since interpersonal relationships cause psychological burdens for some people, the mass media, especially television because of its audio-visual advantage, becomes a potential

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1. According to McLeod et al., protective families stress the obedience and social harmony of socio-relations only and there is little concern with conceptual matters. Pluralistic families emphasize the development of strong and varied concept-relations without insisting on obedience to authority. The child is encouraged to explore new ideas and to express them without fear of retaliation.

source of learning about America and the English language.

In the socialization process, language and the length of residence in the society play important roles. Language is the means through which people communicate. This is a unique form of human activity. Using language, we transfer experience into symbols and through symbols, share experiences with other people. Without a "common" language, it is very hard to perceive oneself in the context of the individual's reference groups. Language, in fact, helps form one's self-perception. In society, language divides groups, classes, or countries. Kolodony (1969) reports that language plays a crucial role in social division among Southern European immigrants in America. One of the reasons a "foreign colony" exists in America is to be free in communication. (Cf. W.C. Smith, 1939:175-180.) Thus, the degree of English proficiency is assumed to have strong influence on foreign students' neo-socialization process and mass media behavior in the United States.

The length of residence in the United States is generally reported to have an impact on foreign students' attitudes toward America as well as on the level of satisfaction with America. In general, the level of satisfaction follows a U-shape curve (Coelho, 1958; Morris, 1960; Richardson, 1957; Scott, 1956; Seltiz and Cook, 1962; M.B. Smith, 1955).

III. Methods of Gathering Data

Population The population of foreign student families at the University of Oregon was defined by the following criteria: a family unit in which both husband and wife are foreigners, and are living together at the time the survey was conducted. As of January 10, 1975, there were 156 married foreign students at the University of Oregon (counting only one spouse if both husband and wife were students). Of this number, 17 students were living alone, 32 students had American spouses, and 11 students moved out of their recorded address making it impossible to locate them. Thus, our population consisted of 96 foreign student couples. Of this number, 3 families refused to fill out the questionnaire, 5 gave no response, and 8 gave incomplete data. This left 80 couples as the final populatior

Questionnaire A nine-page, self-administered questionnaire was delivered to each person of the population and was gathered by personal contact between the period February 3 - 12, 1975. The questionnaire was designed to gather data concerning (1) English proficiency score, (2) length of residency in America, (3) evaluation of sources of information about American culture, and (4) mass media exposure.

English proficiency: The foreign student's English proficiency is defined as efficiency in communicating with English or in understanding daily English. In this particular case, English proficiency was tested in cooperation with the Department of English at the University of Oregon. The test consisted of 20 sentences of which eight were related to grammar, eight were related to words and idiomatic expression and four were related to American slang. Each respondent was asked to judge the correctness of each particular sentence. Questions typical of those which appeared on the questionnaire that was administered are as follows:

(a) People thinks it is true.

(b) According to informed sources, the President has given up on his proposal for a tax increase.

(c) There are some members who join the club but do not partake in the club's program.

Length of residency in America: Each respondent was asked to answer how many years and months he/she had been in the United States. In the analysis, length of residency was expressed as the total number of months.

Evaluation of sources of information about American culture: There are three possible sources for foreign students and their families to acquire information about American culture: (a) American friends or neighbors; (b) a peer group or friends from the same country who came to the United States earlier; and (c) mass media. Usefulness of these sources were evaluated by the following question:

> When you came to the United States first, how useful were the following in learning about new life in America? (a) American friends, (b) friends from home country, (c) movies, (d) television, (e) radio, (f) newspapers, (g) magazines, (h) books, and (i) others.

Each respondent was asked to check the usefulness in five ways: (1) very useful; (2) somewhat useful; (3) not very useful; (4) useless; and (5) not sure.

Respondents were also asked to gauge the usefulness of a variety of media including television, radio, newspapers, magazines, films, and books. For each individual medium, the respondents were asked to evaluate its usefulness for political information, information about health, where and what to buy, entertainment, the American way of living, American customs or manners, and weather forecast.

Mass media exposure: Data were gathered in four areas: (a) preference among mass media; (b) length of exposure to mass media; (c) favorite television programs; and (d) reasons for watching television.

Preferences among the mass media was measured in two ways: usefulness of each medium and enjoyability of each medium. In this study, the mass media included books, magazines, movies, newspapers, radio, and television.

As for the favorite television programs, respondents were asked how often ("frequently, sometimes, rarely, or never") they watched the following kinds of television programs:

(a) Local news, (b) National and international news, (c) News shows, (d) Public affairs and news documentaries, (e) Action shows, (f) Situation comedy, (f) Quiz/Audience participation shows, (h) Light drama, (j) Light music or popular music, (k) Classical music, (l) Talk shows, (m) Variety shows, (n) Sports events, (o) Movies, (p) Family shows, (q) Instruction/Information, (r) Children's education, (s) Children's entertainment, and (t) Religious programs.

There were elven reasons for viewing television listed in the questionnaire including such statements as "it is relaxing," "it shows what people living in America are like," "it helps me understand American language," etc. Respondents were asked to check how often each of these reasons apply, usually, occasionally, rarely, or never.

IV. Findings

The population was composed of 160 adults from 28 different countries. By onctinent, 22 persons (11 males and 11 females) came from Europe, 39 (19 males and 20 females) came from North and South America, 12 (6 males and 6 females) came from Africa, 33 (16 males and 17 females) came from East Asia, 19 (10 males and

9 females) came from South and Southeast Asia, 19 (10 males and 9 females) from Middle East, and 16 (8 males and 8 females) from Australia. In regard to their native language, 60 persons (29 males and 31 females) were from English speaking countries (Canada, Australia, England, and Ireland), and 100 persons (51 males and 49 females) were from non-English speaking countries. Their ages ranged from 18 to 58 years old. The average age was 31 for males and 28 for females.

By occupation, 53 males and 24 females were students, 19 males and 4 females had extra jobs in addition to being students, 39 females were housewives, 7 males and 11 females were employed, and 3 gave no answer. Out of 100 students, 43 males and 6 females were pursuing doctorates, 19 males and 8 females were seeking a master's degree, 6 males and 7 females were seeking bachelor's degrees, and 11 gave no answer.

The availability of the mass media among foreign students' families was rather high. Both radio and television sets were owned by 92.5 per cent (or 74 out of 80 families). As for daily newspaper readership, husbands were a little higher than wives -- 95 per cent vs. 90 per cent. Nearly two-thirds of them (63.1%) also read foreign newspapers. Magazine readership was also very high. Among native English speakers, only one of them did not read magazines (either American or foreign). Among non-English speaking students, 13 or 13 per cent of them did not read American magazines. Foreign magazines were read by 36.7 per cent of native English speakers and by 51 per cent of non-English speakers. And, only 3.7 per cent of all foreign students and their families did not read either American or foreign magazines.

<u>English proficiency and media consumption</u> The results of English proficiency test show that the mean score of native English speakers in this population was 15.4, and that the mean score of non-English speakers was 11.7 out of possible 20 points.

Main findings related to English proficiency are summarized in four.

(1) As shown in Figure 1, a clear distinction in reasons for watching TV between English speaking foreign students and non-English speaking students

appeared. Among non-English speakers, one of the main reasons given for watching television was "because it helps me understand American language." Close to one-third (31 %) of them "frequently" watched television for this reason, and 29 per cent watched "occasionally" to learn "language." Among native English speaking foreigners only 8.3 per cent "frequently" or "occasionally turned on television to understand "American language."

Figure 1, about here.

The Pearsonian correlation coefficients between the English proficiency score and the reason for watching TV ("because it helps me understand American language") was -.45 (Table 1). In other words, television served an instructional function for learning English among foreign student families who are low in English proficiency.

Table 1, about here.

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(2) Low English proficiency was associated with a higher television usage than other mass media consumption. The Pearsonian correlation coefficient between English proficiency and television consumption was -.18, and was significant at the .01 level. Print media (newspapers, magazines, and books) consumption was positively related to English proficiency at the significant level of .01.

(3) In comparing native English speakers and non-English speakers, it was found that there are differences in reasons why both groups watch television. In terms of the reasons "frequently" given for watching television, more native English speaking foreigners than non-English speaking foreigners frequently mentioned the following roasons: it is relaxing (63.3% vs. 54%), I want to see a specific program that I enjoy very much (55% vs. 37%), and I want to see a special program that I heard a lot about (21.7% va. 15%). More non-English speakers than native English speakers "frequently" watched television because of

the following reasons: it is educational (23% va. 18.3%), it shows what people living in America are like (25% va. 11.7%), it helps me understand the American language (31% vs. 3.3%), it explains how the political system works in America (13% vs. 3.3%), it gives the most complete news coverage (36% vs. 30%), it helps me forget the ordinary cares and problems of the day (13% vs. 6.7%), it provides advice for solving problems (4% vs. zero %), it helps my children learn something (17% vs. 5%) (Fig. 1).

In general, more of the native English speakers frequently or occasionally watched television for relaxation or to see specific programs they enjoyed. More of the non-English speakers than native English speakers frequently or occasionally watched television in order to learn or get something that would "neo-socialize" them.

The correlation between the English proficiency scores and the reasons for watching television also supported the above tendency. Negative correlations are found in the following reasons: it shows what people living in America are like, it helps me understand American language, and it helps my children learn something. Strong positive correlations exist between English proficiency and the following reasons: I want to see a specific program that I enjoy very much (r=.23), I want to see a special program that I've heard a lot about (r=.24) (Table 1).

Thus, it is found that high English proficiency leads to TV viewing primarily for enjoyment.

(4) English proficiency was closely associated with television programs they usually watched. The results show that low English proficiency is associated with a higher preference for such program categories as National and international news, Local news, Situation comedy, Movies, Family shows, Quiz/Audience participation, Light drama, and Children's education. High English proficiency is associated with a higher preference for such program categories as National and international news, Local news, News shows, Situation comedy, Movies, Action shows, Sports events, and Theatrical drama.

Thus, it is concluded that National and international news, Local news, Situation comedy, and Movies are popular among all foreign student families. However, high English proficiency is associated with a higher preference for program types such as Action shows, Sports events, News shows, and Theatrical drama. Low English proficiency, on the other hand, is associated with a higher preference for program types such as Family shows, Quiz/Audience participation, Light drama, and Children's education.

Length of residence and media usage About 28 per cent of the population had been staying in America for six months or less when the survey was administered. More than half of the population had resided in America for one and a half years or less. Only 17.5 per cent said they had resided in America more than four years. Four respondents (or 2.5%) gave no answer.

Length of residence was associated with media behavior by English proficiency in two ways.

(1) Among eleven reasons give for watching TV, four reasons are included in a category that regards television as a source of information about American culture. They are: (a) it shows what peopel living in America are like; (b) it helps me understand the American language; (c) it explains how the political system works in America; and (d) it helps my children learn something. Only among those whose mother tongue is non-English, the correlations between these four reasons and length of residency in the United States were all negative. The first two reasons, (a) and (b) had a particularly strong negative correlation at the significant level of .007 (Table 2).

Table 2, about here

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(2) The only significant correlation between media exposure and the length of residency is that non-English speakers, as the length of residency increases, read newspapers more frequently. Since it was found that English proficiency is

closely related to the length of residency among non-English speakers ($r=.29$, $p<.002$), a partial correlation was calculated. When the influence of English proficiency was partialed out, the correlation between length of residence and media exposure became .189, which is still significant at the level of .03. It seems that the length of residency has positive relationships with a non-English speaker's integration to the new society, perhaps because a newspaper is "the most helpful in fulfilling the needs to strengthen both information about and confidence in society" (Katz et al., 1973:169).

Exposure to television seems constant, regardless of the length of residency in the United States.

Mass media as a source of learning about America and the English language

(1) In general, personal agents (both American and native friends) were more useful than mass media (Fig. 2). However, when only television and newspapers were compared with personal agents, their usefulness as information agents were almost equal. 71.3 per cent of the population evaluated personal agents as very useful or somewhat useful, and 69.8 per cent of them evaluated television and newspapers as very or somewhat useful.

Figure 2, about here

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(2) There was an extreme discrepancy between native English speakers and non-English speakers concerning their evaluation of television. Non-English speakers' evaluation of television was very high -- 34 per cent of them regarded it "very useful," and 44 per cent of them evaluated it "somewhat useful." Native English speakers' evaluation was relatively low -- only 10 per cent of them regarded it "very useful," and 36.7 per cent of them regarded it "somewhat useful" (Fig. 2).

(3) Overall, television was regarded to be most useful media in five out of the seven topics among non-English speakers, while a combination of television and newspapers were selected in three topics as the most useful media among the

native English speakers (Table 3).

Table 3, about here

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(4) More than half of non-English speakers watched television "because it shows what people living in America are like," whereas only a quarter of native English speakers did so (Fig. 1).

(5) Because of the assumption that lack of close relationships with Americans may lead to a high exposure to television, another analysis was made by the existence of close relationships with Americans.

The foreign student families were divided into two groups by the existence of close relationships with Americans: one group consists of those who have an intimate American friend and/or those who have a friendship family and had a chance to get together with them in the last two months. The other group consists of those who have no intimate American friend and have had no chance to get together with an American family in the last two months.

Of the 160 foreigners, 102 persons had either intimate American friends or had chances to get together with American families, while 58 had neither of them. The former group explicitly regarded American friends as "very useful" or "somewhat useful." whereas the latter group had the tendency to regard television as "very" or "somewhat" useful (Table 4). Those who had close relationships with Americans ranked the usefulness in the following order: (1) American friends, (2) newspapers, (3) native friends, (4) television. However, among those who have no close relationship with Americans, television became the first choice, while American friends the second, newspapers the third, and native friends the fourth.

Table 4, about here

These findings tend to support the hypothesis that television acts as a

substitute source of information about America for foreign students who do not have American friends to serve as personal neo-socialization agents. This was especially true among non-English speakers, whose English proficiency was relatively lower than that of native English speakers.

V. Discussion

Significantly, there was a clear distinction between native English speakers and non-English speakers with regard to communication behavior. High English proficiency gave a dominant advantage in mass media usages. The native English speaker's communication behavior had little fluctuation compared to that of non-English speakers. The length of residency and English proficiency had a strong influence on the non-English speaker's communication behavior, while native English speakers were seldom influenced by those variables.

There are three possible reasons behind the discrepancies between native English speakers and non-English speakers: (a) exposure to American culture common in the media of English speaking countries, (b) similarities in the political and socio-economic structures of these countries, and (c) their linguistic structure and its cultural concomitants.

Most English speaking countries are heavily influenced by American culture, the various media make that culture difficult to escape. There exists specific studies in which the Canadians complain that their culture is virtually being supplanted by American cultural influences bombarding them through the medium of American television (Comor, 1967; The Fowler Committee, 1965). To be sure the Canadian experience may be an extreme case. But the experiences of the British and Australian would be similar to a substantial degree. It can be asserted that England and Australia receive much more exposure to American culture through the mass media than do non-English-speaking countries.

The similarities between the political and socio-economic structures of these countries are a matter of historical record. Canada, America and Australia

inherited much of their political and socio-economic heritage from England. The political and socio-economic systems of these English-speaking countries can certainly be distinguished from many of the people who constitute our test population.

In his "Systematization of the Whorfian Hypotheses," Fishman (1960) amplifies Whorf's view that the linguistic commonality is not only a commonality in modes of expression. Concomitantly, linguistic commonality influences similar ideas and similar mental activity. This forges a cultural commonality that is intellectual above and beyond the obvious commonality manifested in visible cultural similarities. Furthermore, as Sapir (1921) noted, linguistic commonality is not a matter of biological inheritance; rather it is inherited from a culture.

To sum up, mass media, especially television, plays a very significant and positive role in the neo-socialization of foreigners from non-English-speaking countries. It can substitute as a personal source of learning about America and the American language.

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Fig. 1 Reasons for Watching Television

"When you watch TV, how often does each of the following reasons apply? Check all that apply."

Usually | Occasionally | Rarely | Never | No answer

E. = English speakers; N. = Non-English speakers Basis: 100%

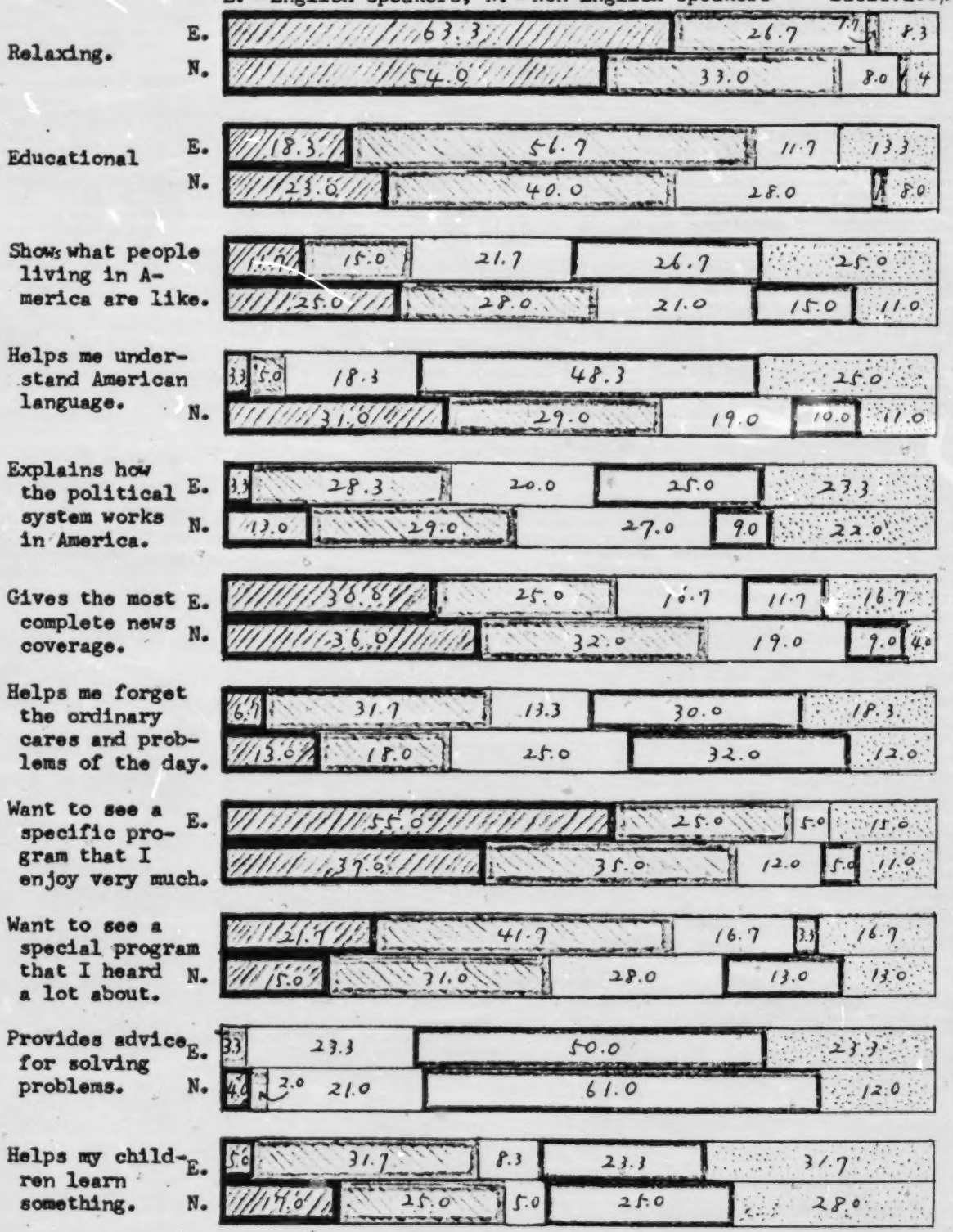
Relaxing.
E. 63.3 26.7 7.7 8.3
N. 54.0 33.0 8.0 4
Educational
E. 18.3 56.7 11.7 13.3
N. 23.0 40.0 28.0 8.0
Shows what people living in America are like.
15.0 21.7 26.7 25.0
25.0 28.0 21.0 15.0 11.0
Helps me understand American language.
3.3 5.0 18.3 48.3 25.0
N. 31.0 29.0 19.0 10.0 11.0
Explains how the political system works in America.
E. 3.3 28.3 20.0 25.0 23.3
N. 13.0 29.0 27.0 9.0 22.0
Gives the most complete news coverage.
E. 36.6 25.0 16.7 11.7 16.7
N. 36.0 32.0 19.0 9.0 4.0
Helps me forget the ordinary cares and problems of the day.
6.7 31.7 13.3 30.0 18.3
13.0 18.0 25.0 32.0 12.0
Want to see a specific program that I enjoy very much.
E. 55.0 25.0 5.0 15.0
37.0 35.0 12.0 5.0 11.0
Want to see a special program that I heard a lot about.
21.7 41.7 16.7 3.3 16.7
N. 15.0 31.0 28.0 13.0 13.0
Provides advice for solving problems.
E. 3.3 23.3 50.0 23.3
N. 4.0 2.0 21.0 61.0 12.0
Helps my children learn something.
E. 5.0 31.7 8.3 23.3 31.7
N. 14.0 25.0 5.0 25.0 28.0

Fig. 2

Usefulness of Information Agent

"When you came to the U.S. first, how useful were the following in learning about new life in America?"

E. = English speakers
N. = Non-English speakers

Basis: 100%

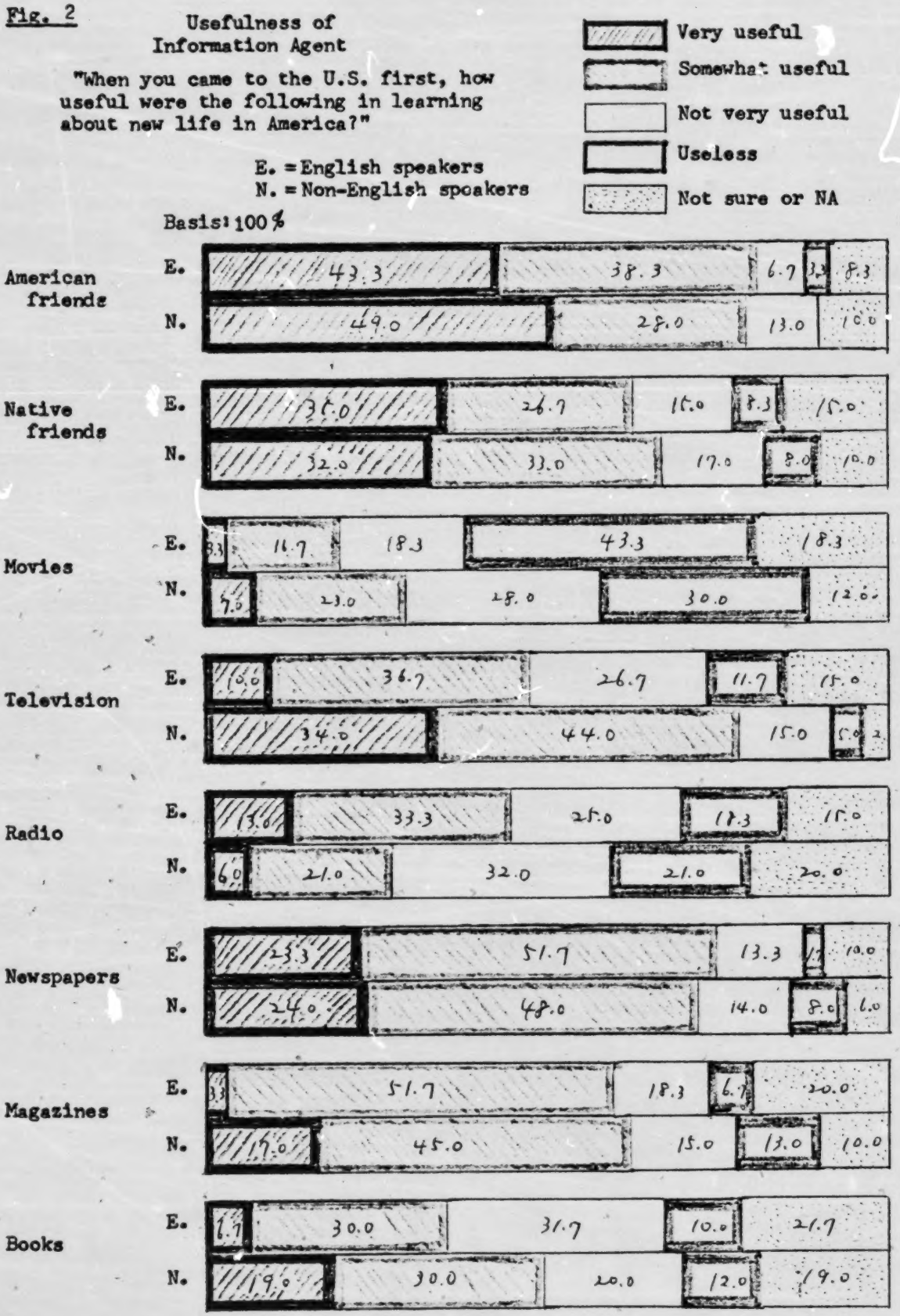

TABLE 1

CORRELATION BETWEEN ENGLISH PROFICIENCY
AND REASONS FOR WATCHING TV
(by Native Language and Sex)

Reasons	English Speaking			Non-English Speaking			All		
	Male	Female	All	Male	Female	All	Male	Female	All
Relaxing	-22	-6	-12	9	-5	-4	12	0	2
Educational	-10	6	-2	-10	33**	15	-6	31**	15*
Shows what people living in America are like	12	-27	-10	7	6	-1	-5	-15	-15*
Helps me understand American Language	-3	-16	-10	-11	-30*	-27**	-33**	-52**	-45**
Explains how the political system works in America	10	19	15	1	26	21**	-11	10	5
Gives the most complete news coverage	-9	15	5	-8	37**	25**	-15	30**	14*
Helps me forget the ordinary cares and problems of the day	-21	-29	-26*	-3	30*	16	-10	19	6
Want to see a special program that I enjoy very much	-1	5	2	3	36**	15	12	38**	23**
Want to see a special program that I've heard a lot about	-4	-8	-6	15	36**	21*	20*	33**	24**
Provides advice for solving problems	-16	-25	-21	-17	0	-11	-15	-6	-12
Helps my children learn something	-4	-41*	-25	-35*	-3	-18	-29**	-14	-21**
(N=)	(20-27)	(21-28)	(41-55)	(39-49)	(33-47)	(72-96)	(59-76)	(54-75)	(113-151)

NOTES: 1. All Peasonian correlations are multiplied by 100.
2. * $P < .05$
** $P < .01$
3. All of the following correlation tables are presented in the same manner.

TABLE 2

CORRELATION BETWEEN REASONS FOR WATCHING TV AND LENGTH OF RESIDENCE IN THE UNITED STATES (by Native Language and Sex)

Reasons	English Speaking			Non-English Speaking			All		
	Male	Female	All	Male	Female	All	Male	Female	All
Relaxing	18	0	5	-9	6	-4	-12	3	-6
Educational	-9	-7	-7	32*	10	20*	22*	3	11
Shows what people living in America are like	7	-7	-2	-14	-34**	-26**	-1	-20*	-13
Helps me understand American Language	-6	18	12	-21	-27**	-26**	3	-2	-1
Explains how the political system works in America	22	46**	37**	-18	2	-5	1	20	12
Gives the most complete news coverage	27	37*	34**	-1	8	7	11	16	14*
Helps me forget the ordinary cares and problems of the day	-4	-35*	-22	2	4	3	2	-9	-4
Want to see a special program that I enjoy very much	18	24	21	1	8	3	-5	7	0
Want to see a special program that I've heard a lot about	5	-15	-8	35*	11	21*	19	0	8
Provides advice for solving problems	24	-2	5	-7	-10	-11	-2	-7	-7
Helps my children learn something	-26	-34	-30*	-7	-10	-10	-4	-14	-10
(N=)	(18-25)	(21-28)	(39-53)	(38-48)	(33-46)	(71-94)	(56-73)	(54-74)	(110-147)

TABLE 3

MOST USEFUL MASS MEDIA FOR INFORMATION
(by Native Languages)

Basis: 100% = {English speakers = 60 / Non-English speakers = 100}

Topics:	Native Language	TV	Radio	Newspaper	Magazine	Film	Book	No Answer
Politics	English	31.7	13.3	35.0	10.0	0	8.3	1.7
	Non-English	39.0	0	35.0	14.0	0	9.0	3.0
Health	English	5.0	0	6.7	33.3	0	50.0	5.0
	Non-English	15.0	0	5.0	29.0	6.0	41.0	4.0
Where to buy	English	10.0	1.7	71.7	10.0	0	3.3	3.3
	Non-English	17.0	2.0	68.0	8.0	0	1.0	4.0
Entertainment	English	40.0	1.7	45.0	1.7	5.0	3.3	3.3
	Non-English	56.0	2.0	25.0	2.0	7.0	5.0	3.0
American way of living	English	25.0	1.7	21.7	20.0	3.3	13.3	15.0
	Non-English	51.0	1.0	4.0	19.0	13.0	8.0	4.0
Customs and manners	English	28.3	6.7	8.3	11.7	3.3	25.0	16.7
	Non-English	51.0	1.0	2.0	13.0	11.0	18.0	4.0
Weather	English	55.0	36.7	8.3	0	0	0	0
	Non-English	70.0	20.0	5.0	2.0	0	1.0	0

TABLE 4

USEFULNESS OF INFORMATION AGENT
BY EXISTENCE OF CLOSE RELATIONSHIPS
WITH AMERICANS

Agents:	*	Very Useful	Somewhat Useful	Not very Useful	Use-less	Not Sure or No Answer	Basis: 100%=
American friends	H:	54.9	31.4	8.8	0	4.9	102
	N:	31.0	34.5	13.8	3.4	17.2	58
Native friends	H:	35.3	29.4	15.7	8.8	10.7	102
	N:	29.3	32.8	17.2	6.9	13.8	58
Movies	H:	7.8	17.6	24.5	37.3	12.7	102
	N:	1.7	25.9	24.1	31.0	17.2	58
TV	H:	23.5	39.2	22.5	10.8	3.9	102
	N:	29.3	44.8	13.8	1.7	10.3	58
Radio	H:	8.7	25.5	25.5	23.5	16.8	102
	N:	6.9	22.4	36.2	13.8	17.7	58
Newspapers	H:	27.5	46.1	14.7	7.8	5.8	102
	N:	17.2	58.6	12.1	1.7	10.3	58
Magazines	H:	15.7	50.0	12.7	13.7	9.8	102
	N:	5.2	43.1	22.4	5.2	24.1	58
Books	H:	18.6	33.3	19.6	11.8	18.5	102
	N:	6.9	27.6	32.8	10.3	22.4	58

* H = Have close relationship with Americans
N = Do not have close relationship with Americans

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